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| The Link Between the Strategy of Determining Importance and Genre of Nonfiction | Nonfiction is not typically reading for pleasure as much as reading to learn. The learning comes from scaffolding and developing ideas of fact as more information is introduced requiring the reader to determine important from not so important ideas in the reading. |
| Distilling the Essence of Nonfiction Text | The first and last line of qa paragraph contain keys to the most important idea in that paragraph  Students need to pay close attention to the reading the first time through then go back and decipher what is the most important ideas in the text. |
| Determining What is Important When Writing | When writing nonfiction it is necessary to find facts that have wow appeal were the reader see’s the information and says wow I did not know that. |
| Finding Important Information Rather Than Just One Main Idea | When teaching students to learn to pick out key information while reading you need to break them of the habit of a main idea but look for many different ideas in the reading that make the picture whole. |
| Important to Whom? | We as teachers must insure that our students fully understand that what is important while reading nonfiction it is more important to understand what the author is saying rather than what the student feels is th important fact or idea. |
| Reading Opposing Perspectives to Form an Opinion | Using three column notes to determine how you feel about differentiating or opposing views to make a decision as to your own opinion. |
| Using FQR Think Sheets to Understand Information | In order to get students to learn to think critically about a topic often introduction to false or fictional information to give them food for thought and then through the use of the FQR determine through logical thinking and investigation the most likely facts that are true. |

Chapter 10 DEJ